



# 2003 California School Recognition Program

## Rubric for Scoring

### Distinguished High School Applications

This rubric provides a comprehensive set of quality statements that reflect a consensus of the education community about the elements that should be present in an exemplary high school. The rubric will be used to evaluate 2003 Distinguished High School applications based on a four-point scale (4 signifies high quality). Each level of the rubric is designed to be a holistic description, not a checklist. Evaluators will assign the score that *most closely resembles* the information provided in the application as a whole. Schools selected for recognition typically receive scores of 3 or 4. To receive those scores, schools must provide specific examples and other evidence in their responses. *Applicants are not expected to receive scores of level 4 in all areas. In some instances, level 4 describes an ideal toward which schools are encouraged to strive.* Individual schools may use the rubric for self-assessment.

**1 HIGH SCHOOLS—STANDARDS, ASSESSMENT AND ACCOUNTABILITY: Vision and Standards** Describe the process used by your school community for developing a common vision of what students should know and be able to do upon graduation. Indicate the roles played by members of the school community. Describe how your school's improvement plan focuses on standards-based education. Discuss how the school and district are implementing state academic and other content standards. Describe how the school and district evaluate and use state and local assessment data to adjust the school's improvement plan. Describe how results are communicated to the community. *Statewide measures include: the Academic Performance Index (API), Standardized Testing and Reporting (STAR) system (Stanford 9 and California Standards Tests); California High School Exit Examination (CAHSEE); California English Language Development Test (CELDT); Golden State Examinations; health-related physical fitness test (FitnessGram); the Golden State Examinations; and, the School Accountability Report Card (SARC).* Where applicable, discuss the use of assessment results from national measures for college-bound students such as SAT, ACT and Advanced Placement examinations. *Local outcomes may include data from end-of-course outcomes, Expected Student Learning Results (ESLRs), and graduation requirements.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Representatives of <i>all</i> segments of the school community—staff, students, families, and community members including business partners and public/private agencies—collaborate to establish a clear vision of what all students should know and be able to do upon graduation. The vision addresses the CAHSEE, represents current research and practice on effective teaching and learning, and reflects the cultural diversity and special populations of the community. This is further defined by the ESLRs. The vision statement is periodically updated.	School staff, the school site council, students, selected parents and community members collaborate to establish a clear vision of what all students should know and be able to do. The vision reflects current research and practice and acknowledges the cultural diversity and special populations of the community. The ESLRs are congruent with the vision statement. The vision statement is periodically reviewed and adjusted.	Administrators and some teachers determine what students should know and be able to do. The vision statement is generally consistent with the curriculum and is periodically reviewed.	The school has a statement of philosophy and goals that is kept on file at the school. It may not be consistent with the curriculum or reflected in day-to-day operations.
The school has set high and consistent standards-based expectations for all learners. Standards for English/ language arts, math, science, history/social science, and English Language Development are in place, and are aligned to State Board adopted standards. Standards for other disciplines (e.g., career-technical education, visual/performing arts, physical education, health) are in place or are in development.	The school has high expectations for all students. Local standards in English/ language arts, math, science, and history/social science are in place and are being aligned to state standards. Standards for other areas are in the discussion or planning stage.	The school has high expectations for most students. Work is underway to develop local standards in English/language arts, math, science, and history/social science. Local standards may become aligned to state standards.	The application says very little regarding expectations for students. The district has adopted the state standards in English/ language arts, math, science, and history/social science.
The vision statement and the results of the school evaluation process are communicated to all segments of the school community in a variety of ways and in multiple languages (as appropriate) that extend or enhance the legally required School Accountability Report Card. The SARC is readily available on the district's web site and contains additional information on school programs.	The vision statement and the results of the school evaluation process are communicated to students, families and other representatives of the school community in the legally required School Accountability Report Card. The SARC is readily available on the district's web site.	There is limited communication with students, families and the community regarding the school's vision or evaluation results. A SARC has been developed.	Strategies for reporting school evaluation results to families and the community are not discussed. A SARC is being developed.
The school community examines local and state assessment data on an ongoing basis to see how students are meeting statewide standards. Results are used to identify needs, including improving instructional practices and reallocating fiscal, personnel, and material resources. Changes are integrated into the school improvement plan. Data are disaggregated by student characteristics—English learners, gender, ethnicity, AP, Title I participation, students with disabilities, Honors classes, teen parents, etc.	Teachers and some members of the school community examine local and state student and school assessment data to make instructional and budget decisions regarding the school program, and to adjust the school improvement plan. Data are disaggregated by selected student characteristics, including at least primary language, gender, and ethnicity.	Leadership staff examines local and state student and school data to make instructional decisions about the school program. It is unclear if the results of the analysis are incorporated into the plan. The data is disaggregated by some student characteristics.	Administrators and selected teachers review student and school data. Some departments or teachers may make instructional decisions for their own classes. Disaggregation of data is not discussed.

**2 HIGH SCHOOLS—STANDARDS, ASSESSMENT AND ACCOUNTABILITY: Student Assessment** Describe how local, school, and classroom assessment information are linked to statewide assessment in order to improve student performance and to ensure progress toward schoolwide improvement. Describe how the school is able to monitor and report students' learning of standards, both schoolwide and for individual students. Discuss how teachers in all departments/disciplines use assessment information to modify curriculum and instruction. Provide examples of assessment in English/language arts (E/LA) and mathematics, including but not limited to: analysis of student work, writing samples, district-developed assessments, criterion-referenced assessments, interdepartmental/discipline collaboration, vertical articulation, etc. Provide examples of opportunities students have to evaluate their work against the standards. Describe how families are informed about their students' efforts in achieving standards. Discuss strategies used to follow-up on graduates to determine the effectiveness of the program. *Assessment methods may include, but should not be limited to: writing samples, teacher and student evaluation of student work (rubrics, project scoring guides, portfolios, grades); district-developed assessments, criterion-referenced assessments, and assessments linked to instructional materials; and, publishers' norm-referenced tests.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
There is a local assessment system in place that links local, school and classroom assessment to statewide assessment. Staff has reached professional consensus regarding the means by which student and school progress toward achieving standards can be measured and communicated.	A local assessment system is mostly in place or in final stages of development. Staff has reached professional consensus regarding what students should know at each grade level. They are working on how students will demonstrate that knowledge. Student and school progress toward achieving standards is measured and communicated.	Development of a local assessment system in progress. Teachers are in the process of reaching agreement about what students should know at each grade level.	Teacher agreement on what students should know and be able to do is not addressed.
In all departments/disciplines, teachers use assessment information to plan or modify curriculum and instruction. Appropriate staff, students and parents confer to analyze results and prescribe interventions. Interventions for students needing assistance in meeting the standards are based on assessment results. Examples are provided in English/ language arts <b>and</b> mathematics <b>and</b> at least one other content area.	In most departments, teachers use assessment information to plan or modify curriculum and instruction. Teachers apply appropriate interventions. Examples are provided in English/ language arts <b>and</b> mathematics.	In some departments, teachers periodically use student achievement information to plan for curriculum and instruction, but there is no regular schoolwide process.	Assessment of student performance is viewed as separate from instruction, typically end-of unit or semester tests. The assessments are used to determine grades. In general, instruction and curriculum are unaffected by assessment.
Students are expected to be responsible and productive and to hold high expectations for themselves. They frequently analyze their own work against criteria, reflect on their progress, and identify their strengths and weaknesses. Student report cards include information on progress toward achieving standards for all departments, and address social, emotional, and physical development.	Students are expected to be responsible and productive. Students occasionally analyze their own work, reflect on their progress, and identify their strengths and weaknesses. Student report cards are being developed that include their progress toward standards.	Students rarely analyze their own work. They depend primarily on their teachers to identify their strengths and weaknesses. Discussion is beginning regarding student report cards that include their progress toward standards.	Students depend on their teachers to identify their strengths and weaknesses rather than analyzing their own work. Report cards do not include progress towards standards.
Families routinely receive information about grade level standards for all subjects, what is expected for proficient work based on state-adopted performance levels, and how their students can improve their achievement. Families of English learners receive information in their primary language.	Families receive information about their students' assessment results. Efforts are made to communicate students' results to families in their primary language(s).	Families receive limited information regarding their students' test results.	Strategies for reporting individual student assessment results to families are not described.
The school has a data collection system for long-term follow up on graduates, and uses the information to improve student preparation for post-secondary education and careers.	The school gathers and uses information on the performance of graduates to improve student preparation for post-secondary education and careers.	The school uses follow up reports from colleges and specific programs. Reports are given to departments for discussion, and may be used for program improvement.	The school relies on informal reporting from families and graduates. Required follow up may be done for special programs.

**3 HIGH SCHOOLS—ACADEMIC EXCELLENCE: Curriculum and Instructional Practices** Indicate the course requirements for graduation. Discuss how your curriculum is aligned or is being aligned to local and state standards. Describe how your school provides a comprehensive core curriculum that is articulated across departments/disciplines at all grade levels and with feeder middle schools and, where possible, post-secondary institutions. Use examples from English/language arts and mathematics to describe curriculum alignment and articulation across departments/disciplines. Discuss how all students are provided with a variety of learning experiences that are age-appropriate, reflect application of skills and concepts, and lead to success on the CAHSEE. Describe the selection of standards-based instructional materials. Discuss planning underway to align curriculum to standards in order to prepare students for the California High School Exit Examination (CAHSEE). **NOTE: THIS SECTION WILL BE WEIGHTED DOUBLE IN THE SCORING PROCESS.**

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Rigorous graduation requirements are in place and include at least: 4 courses in English including literature and writing; 3 courses in mathematics including algebra and geometry; 2 courses in laboratory science; 3 courses in history/social science including world history and geography, U.S. history, government, civics, and economics; 1 course in foreign language; 1 course in visual/performing arts; 2 courses in PE; 1 course in health; and 1 course in a career pathway including workplace learning.	In some areas, requirements <i>exceed</i> the minimum standards specified in EC 51225.3. They are: 3 courses in English; 2 courses in math; 2 courses in science including biological and physical science; 3 courses in history/social science including U.S. history and geography and world history, culture and geography; 1 semester of government and civics and 1 semester of economics; 1 course in either visual/performing arts or foreign language; and 2 courses in PE; and 1 course in health.	Efforts are underway to increase graduation requirements beyond those in EC Section 51225.3 (listed previously) and specific information is provided.	Graduation requirements are the minimum required by EC Section 51225.3 (listed previously).
All students receive a core curriculum that is aligned to local and state standards. It is articulated across departments/disciplines, grade levels and with feeder middle schools and, where possible, post-secondary institutions. Current research and practices are used in curriculum planning. Examples are provided in English/language arts <b>and</b> math <b>and</b> at least one other content area. Staff is knowledgeable about the CAHSEE, the standards that are reflected in it, and the use of standards-based instruction to prepare students for the CAHSEE. Staff discusses CAHSEE articulation issues with the feeder middle school(s).	Most students receive a core curriculum that is aligned to standards in some areas. In some core areas, curriculum is articulated across grade levels and with middle schools. Current research and practices are used in curriculum planning. Examples are provided in English/language arts <b>and</b> math. Staff is knowledgeable about the standards that are reflected in CAHSEE, and with the use of standards-based instruction to prepare students for the CAHSEE.	The application makes general statements that a core curriculum is provided for all students. There is a plan to align curriculum to standards and some efforts are underway. There are general statements about articulation. Staff is familiar with the standards that are reflected in CAHSEE, and with the use of standards-based instruction to prepare students for the CAHSEE.	It is not clear if a core curriculum is provided for all students. Some may receive a different curriculum based upon perceived ability levels. Discussions about aligning curriculum to standards are just beginning. Articulation is not addressed. Planning is underway regarding the use of standards-based instruction to prepare students for the CAHSEE.
Students work both collaboratively and independently. Instructional groupings vary with the nature of the task. Learning experiences are varied and allow students opportunities to formulate and solve problems, and communicate with others about their work. Students work outside the classroom and participate in information-seeking activities and/or service or workplace learning. Extensions are provided for students who seek additional challenges.	Students work in groups and independently, and instructional groupings vary with the nature of the task. Learning experiences are varied and oriented toward problem-solving. Students occasionally work outside of the classroom and participate in information-seeking and/or service learning.	The importance of varied grouping and learning strategies is discussed. The school is working on approaches that will afford students learning experiences outside the classroom.	There is no discussion of grouping strategies or learning outside the classroom. Descriptions of instructional practices are focused on teacher needs rather than student needs.
In at least three curricular areas, linkages have been developed that integrate academic disciplines and career-technical learning.	The school has integrated academic and career-technical curriculum in at least one area and is working on others.	The school is working on integrating academic and career-technical curriculum.	There is no discussion regarding integration of academic and career-technical curriculum.
The school community participates in the selection of aligned, standards-based instructional materials, and considers current research on their effectiveness in meeting the needs of all students. Materials reflect the diversity of California's population (gender, ethnicity, primary language, etc).	School and district staff solicit community opinion in the selection of aligned, standards-based instructional materials. The review process is clearly described. There is a process for evaluating effectiveness of materials. Diversity is addressed for at least gender and ethnicity.	School staff is involved in the selection of textbooks and instructional materials. There is a plan to align materials to standards. The effectiveness of the materials is not addressed.	Some school staff may be involved in the selection of instructional materials. There is no discussion regarding the alignment of materials, nor is their effectiveness addressed.

**4 HIGH SCHOOLS—ACADEMIC EXCELLENCE: Teacher Professionalism** Discuss how professional development prepares teachers in all departments/disciplines, administrators and other staff to help students achieve local and state standards, particularly standards for English/language arts (E/LA) and mathematics. Describe how professional development programs are selected and evaluated. Discuss the processes that support teacher professionalism. Describe the opportunities that are available for teachers to collaborate, broaden their knowledge, participate in decision making, and share information with teachers from other grade levels, middle school, and community college or other post-secondary institutions as appropriate. Discuss professional development provided for other school personnel. Discuss how new teachers are selected and supported. *Professional development activities should reflect awareness of: Designs for Learning, the California Standards for the Quality and Effectiveness of Beginning Teacher Support and Assessment Programs, Aiming High, and Focus on Learning. Discussion may also include, but is not limited to: leadership academies; subject matter projects; networks and consortia; professional organizations; the Bilingual Teacher Training Program; teacher education institutes; and, peer assistance and review.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Professional development focuses on preparing teachers to help students achieve standards. There is a comprehensive, long-range professional development plan for teachers in all departments/disciplines and administrators. Examples are provided in English/ language arts <u>and</u> math. The plan is evaluated based on student progress in meeting standards.	Professional development focuses on preparing teachers to help students achieve standards. There is a professional development program for teachers and administrators. Examples are provided in English/ language arts <u>and</u> math. Plans are underway to judge its effectiveness based upon assessment data.	A professional development program is being developed that will focus on helping students achieve standards. Its effectiveness will be based upon student progress data.	Individual teachers determine professional development based upon their interests and classroom needs. A professional development program is not addressed.
Teachers as a group reach consensus about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. Frequent opportunities are routinely scheduled for teachers to collaborate, share educational research, reflect on classroom practices, and confer about specific student challenges. Teachers and staff are recognized for making exceptional efforts with students. All school staff are viewed as an essential part of a team to enable students to succeed.	Teachers frequently make decisions about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. There are many opportunities for teachers to collaborate, share educational research, and reflect on classroom practices. There is recognition that everyone plays a part in student success.	A few teachers serve on committees. Efforts are underway to increase teacher involvement in decision-making. There are occasional opportunities to collaborate. Other school staff may be recognized as resources for student learning, but only relative to job title and function.	The principal makes most of the decisions with suggestions from selected teachers. There is no discussion of opportunities for teachers to collaborate. School staff members other than teachers are not recognized as contributors to student achievement.
Teachers and staff participate in professional development that is aligned with their individual fields and district plans. Teachers and staff also provide staff development for their colleagues. Health/PE teachers, Pupil Personnel Services staff, school nurses, and classified employees participate in professional activities in their fields.	Teachers participate in a variety of professional development activities. Opportunities are provided at staff meetings for teachers to share what they learned. Other school staff members are included as appropriate.	Teachers participate in professional development, but support by the school is limited. Opportunities to share information are limited.	Teachers do not attend professional development activities consistently. Financial support is limited.
Sharing of student results from one grade level to the next is a schoolwide process for all subjects. Teachers have regular opportunities to articulate with middle school staff about the students they serve and to facilitate seamless transitions for students and families. Articulation agreements or partnerships with community college or other post-secondary institutions are in place. Everyone is knowledgeable about students' growth and development.	Student results are shared from one grade level to the next in most areas. Teachers have some opportunities to articulate with middle school staff about the children they serve and to facilitate seamless transitions for students and families. Articulation agreements or partnerships with community college or other post-secondary institutions are being developed.	Student results are shared from one grade level to the next in some areas. Articulation activities with middle school and post-secondary institutions are being planned.	Sharing of student results between grade levels is minimally addressed. There is no discussion of articulation between grade levels or with middle school or post-secondary institutions.
New teachers are carefully selected, assigned, supported and monitored with a professional development plan. A qualified support network is provided throughout the first two years of teaching.	New teachers are selected, assigned, supported, and monitored with a professional development plan.	A mentor teacher provides the only support for new teachers.	There is no evidence of support for new teachers.

**5 HIGH SCHOOLS—TEACHING AND LEARNING: Educational Technology and Library Media Services** Describe the library media services that support teaching and learning. Describe your plan for technology use at the school site and the ongoing process of integrating technology into the total school program. Include accommodations to ensure appropriate technical assistance for staff and students. Discuss how professional development needs of staff are met, both in terms of enhancing technology skills and in integration of technology into the curriculum. Describe how students, certificated staff, library media teachers, and other support staff are provided with information and learning resources. Include examples of technology and library usage data (e.g., *the number of computers, frequency of usage, population of users, use of the Internet, book circulation, etc.*) Describe the extent of electronic networking infrastructure throughout the site and beyond. Describe how the technology and library media services have contributed to improved student achievement.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Learning activities are supported by a high-quality library media center with a credentialed library media teacher, support staff, current technology, and learning resources for all subjects to meet the diverse needs of all students, including those with learning disabilities and physical challenges. The center is flexibly scheduled and available to students and families beyond the school day.	Learning activities are supported by a library media center with staff, current technology, and learning resources. Accommodations are available for students with special needs. The library media center is available to students and families beyond the school day.	Learning activities are supported by a library that is open part-time with staff and some technology and learning resources. There is limited discussion of accommodations for students with special needs.	Learning activities are supported by a library kept open by volunteers. Accommodations for students with special needs are not available.
A plan for technology use provides a clear vision of the instructional and administrative advantages of technology. Evaluation of effectiveness is built into the planning structure. Software, video, and online resources are selected on the basis of proven ability to raise achievement of specific standards. Electronic networking is in place at the site and beyond.	A plan for technology use focuses on instructional learning and administrative issues. Implementation of electronic networking at the site and beyond is underway.	The district/school has a limited technology plan, either at the district or site level. Planning of electronic networking at the site and beyond is underway.	A district or school technology plan is not discussed.
Technology is used to enhance achievement and is integrated into all regular, categorical, and special programs. Examples show that teaching, learning, and administration are accomplished with appropriate technology. It is used to help students increase knowledge and skills, expand the depth and scope of the curriculum, and obtain information outside the classroom.	Technology is used to enhance achievement in many regular, categorical, and special programs. It is used in teaching, learning, and the administration of school programs. It is used to help students increase their knowledge and skills, and expand the depth and scope of the curriculum.	Technology is used primarily to assist teachers in the management of the instructional program. The school is developing a program in which technology will be used to expand the curriculum.	Technology is used primarily for record-keeping and data collection. Student access to technology is limited to beginning computer literacy or drill and practice.
A designated on-site technology lead person/coach has been identified for on-site technology and provides assistance in a timely manner. Ongoing training is provided for the effective use of technology in teaching and learning, including accountability.	Staff is available on site to provide technical assistance. Additional assistance may be available at the district. On-going training is provided for effective use of technology in teaching and learning.	Some technology assistance is available, and some training for use of technology in teaching and learning is provided.	On-site assistance is not available on a regular basis. Training is rarely offered.
All students and staff have access to and use an array of information and learning resources in a variety of ways. Specific usage data demonstrates frequent and increased use of the Internet, networks, databases, etc., by teachers, students, and families that supports student achievement. School staff uses technology to organize, analyze, and manage student work and achievement data to modify instruction.	All students and staff have access to information and learning resources at a computer lab accessible during and after normal school hours. Teachers are beginning to use technology to organize and analyze student work and assessment data.	Technology is available to those most interested or most in need, but less accessible to the general population. Use by staff is limited.	There is some access to electronic information and learning resources. Technology is not used to analyze student work or achievement data.
In order to plan for and acquire appropriate technology, the district or school collaborates with a variety of businesses, industry, community groups, funding sources, and networks <sup>1</sup> appropriate to the community and region.	In order to plan for and acquire appropriate technology resources, the district or school collaborates with some businesses, industry, community groups, and networks and is exploring others.	Collaboration with business, industry, community groups, and networks is limited.	There is no evidence of collaboration with entities outside the school.

<sup>1</sup> May include but not limited to: the California Technology Assistance Project (CTAP), California Learning Resource Network (CLRN), California Statewide Master Agreements for Resources in Technology (C-SMART), Technology Information Center for Administrative Leadership (TICAL), etc.

## 6 HIGH SCHOOLS—SUPPORT FOR STUDENT LEARNING: School Culture

Describe the culture of the school and how it supports student success in achieving standards.

Discuss how the school culture values and promotes the importance of preparing students to be lifelong learners. Discuss how the school culture promotes positive character traits and good citizenship. Describe the strategies used to ensure that students feel a sense of connection to the school.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
The culture of the school reflects a commitment to a standards-based educational system where all students can and will be successful and achieve grade level standards. Standards-based education is the school's focus and this commitment is demonstrated to and by staff, students, and the community in a variety of ways. The school community is a model learning environment that prepares students to become lifelong learners. Students are fully engaged in activities that enable them to master future planning and to learn how to learn.	The culture of the school encourages all students to be academically successful, and efforts are under way to create a schoolwide focus on standards-based education. There is a school effort to encourage students to be lifelong learners.	The school culture reflects a desire to help students succeed. Work on standards-based learning is in the beginning stages. Students are able to apply some research skills and knowledge of information systems for future use.	The school's primary focus appears to be classroom management and curriculum coverage. Standards-based learning is generally addressed.
The culture of the school supports all students' growth and development in social, emotional, and physical domains, as well as academic. Staff is knowledgeable about and committed to promoting a comprehensive youth development program. Examples that support youth development are provided.	The culture of the school encourages student growth and development in social, emotional, and physical domains as well as academic.	The staff of the school is just beginning to be aware of the social, emotional, and physical domains as important to student learning.	There is minimal evidence of efforts at the school to promote youth development.
The school seeks to develop and reinforce positive character traits such as caring, citizenship, fairness, respect, responsibility, and trustworthiness, through a systematic approach that includes adult modeling, curriculum integration, and school policies and practices. Opportunities are provided for all students to contribute in meaningful ways to the school and the community.	The staff as a whole promotes and models positive character traits. Opportunities are provided for students to contribute in meaningful ways to the school and the community.	Individual teachers and staff promote and model positive character traits. Limited opportunities are provided for students to contribute in meaningful ways to the school and the community.	There is minimal evidence of efforts at the school to support positive character traits.
Classes in over 70 percent of the program areas are grouped heterogeneously to reflect the diversity of the school. Students are active in courses considered non-traditional for their gender. All students are continually encouraged to meet the challenges of a comprehensive curriculum.	Classes in at least half of the program areas are grouped heterogeneously to reflect the diversity of the school. All students are continually encouraged to meet the challenges of a comprehensive curriculum. There is a plan to encourage enrollment in courses non-traditional for their gender.	Classes tend to be grouped homogeneously rather than reflect the diversity of the school.	Distribution of students through classes does not reflect the diversity of the school.
The school has a comprehensive support system for guidance and counseling that includes all three domains—academic, personal/social development, and career awareness. Services are provided to all students.	The school has an established guidance and counseling program that is provided to most students and supports youth development.	The school has begun to implement a guidance and counseling program. Services are available to students upon request.	There is minimal evidence of efforts to provide a guidance and counseling program.
A successful system is in place to ensure that all students are connected to the school and community through the academic program, academic competitions, extracurricular and co-curricular activities, student leadership activities, group membership, clubs, sports, service organizations, service learning, school-to-career transitions, etc. School-sponsored activities are tied to the schoolwide vision of success for all students. There is evidence that most students participate and that participation reflects the diversity of the school.	A system is in place to connect all students to the school and community through the academic program, academic competitions, extracurricular and co-curricular activities, student leadership activities, group membership, clubs, sports, service organizations, service learning, employment, etc. Evidence shows that many students participate in a variety of school-sponsored activities designed to maximize opportunities for success.	Efforts to connect students to the school are limited. Students who qualify are encouraged to participate in school-sponsored activities. The activities have open membership and tryouts. Participation often follows a pattern determined by students' peer and social groups.	School-sponsored activities are independent from academic learning. Evidence indicates that few students participate in school activities, or the level of participation is not addressed.

**7 HIGH SCHOOLS—SUPPORT FOR STUDENT LEARNING: Curricular Paths and Academic Guidance** Describe your school's approach to academic guidance counseling. Discuss how the school prepares students upon graduation to enroll in a post-secondary institution, continue with a focus on career-technical education, or directly enter the workforce. Describe the resources and opportunities students have to prepare their personal learning plans in order to accomplish their post-high school goals, and how changes in student's academic goals are accommodated. Discuss how families are supported in helping their students make informed decisions about academic options. Describe programs to support students from groups traditionally under-represented in colleges and universities. (e.g., *Advancement Via Individual Determination (AVID)*, *the College Readiness Program (CRP)*, etc.)

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Guidance and counseling focus on ensuring students' successful graduation from high school with the ability to pursue personal and academic interests and post-secondary goals. All students are advised regarding graduation requirements and the CAHSEE. Guidance and counseling staff and school staff encourage all students to set high goals and help them select courses to keep their options open.	Guidance designed to increase student awareness of career and post-secondary education options is provided. All students are advised regarding graduation requirements and the CAHSEE. Counseling and guidance staff or advisers explain the connections between course/program selections and post-secondary options. Students are encouraged to select courses that keep their options open.	Students receive guidance in selecting courses based on meeting prerequisites and on their perceived chances for success. All students are advised regarding graduation requirements and the CAHSEE. They are encouraged to take courses that lead to college or job preparation.	Guidance is used primarily for scheduling classes and includes checklists or required courses for graduation and/or college. There is no discussion regarding the CAHSEE.
All students enroll in sequences of courses that prepare them academically for success in post-secondary and career-technical education. Curriculum and course sequences build on the academic foundation, and many have themes or links to community resources.	Students are encouraged to take college preparatory classes, career-technical programs, and general education classes that allow them to prepare for college, technical school, or jobs.	Students are able to take academic and career-related courses that will prepare them to be successful in college and careers.	Students are tracked into courses designed to prepare them for success only at their perceived ability levels. Students have few options for changing once they have been assigned to a track.
Articulated, sequenced career-technical education programs are in place that will enable students to begin career preparation in high school and complete that preparation in community colleges or other post-secondary entities.	Technical preparation programs are in place that will enable students to begin career preparation in high school and complete preparation in community colleges or other post-secondary entities.	Technical preparation programs are being designed that will enable students to begin career preparation in high school.	The school is exploring connections with community colleges or other institutions to support articulated technical preparation programs.
Prior to the end of 10th grade, all students have personal learning plans to help ensure that they meet standards. The plans are developed through a student, school staff, and family collaboration. They receive information about courses needed for careers and college, e.g., admission tests, and financial aid.	Prior to the end of 10th grade, all students have personal learning plans, and most receive guidance to help ensure that they meet standards. Families are involved in developing these plans, and they receive information about courses needed for college, admissions tests, and financial aid.	Prior to the end of 10th grade, students are helped to develop plans that lay out a sequence of courses to be taken. Some efforts are made to monitor student progress. Basic information is provided about college entrance requirements.	Prior to the end of 10th grade, students are helped to develop plans that lay out a sequence of courses to be taken. Understanding connections between high school, college, and careers is viewed as the responsibility of the student.
Students' plans and programs are revisited regularly, and changes are made to reflect the students' current interests, goals, and needs. Students are supported in transitions among curricular paths and from level to level.	The school is able to accommodate students' requests for changes in their programs when their interests, goals, and needs change.	When students are scheduled into programs, they are generally required to remain enrolled for the year.	There is no discussion of flexibility in student programs.
There are programs to support students from groups traditionally under-represented in colleges and universities in completing courses that prepare them for academic success in high school. A variety of support strategies are provided to help them succeed. There is evidence of success.	There are programs that support students from groups traditionally under-represented in colleges and universities in completing courses that prepare them for academic success in high school. A variety of support strategies are provided.	Students from groups traditionally under-represented in colleges or universities are encouraged to prepare for post-secondary education only if they excel in academic course work.	There is no evidence that students from under-represented groups are provided extra help or encouragement to prepare for post-secondary education.



**8 HIGH SCHOOLS—SUPPORT FOR STUDENT LEARNING: Students At-Risk and With Special Needs** Discuss the identification and assessment process of students at-risk and with special needs at your school. Describe the programs and strategies used by the school to ensure access to and success in the regular curriculum. Discuss how student differences are valued as assets. Discuss the programs and strategies used by the school to assist English learners (ELs). Describe support for school staff to assist students with disabilities to achieve individualized education plan (IEP) goals, progress in the regular curriculum, and be educated with non-disabled students. Describe the extended learning activities. *Students at-risk and with special needs include but are not limited to: gifted and talented students; English learners; students from culturally and ethnically diverse families; students not achieving their identified learning potential; students with attendance problems, discipline problems, family-related issues, health-related issues, and nutrition-related issues; students with mobility/ transfer issues; and, students receiving special education services.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
The school takes responsibility for active and early assessment and identification of students at-risk and with special needs. Coordinated student support services may include school guidance and counseling to improve attendance, and services provided by community agencies. A schoolwide student study team and family-school compacts identify how the school, family, and community will help the student to succeed. Interventions and student work are reviewed and evaluated frequently.	School, family and community resources are used to assist at-risk and special needs students. Responsibilities are not clearly defined. Strategies such as a student study team and family-school compacts identify how the school and family will help the student succeed. Interventions and student work are reviewed frequently.	The school takes limited responsibility for identifying and assessing students at-risk and with special needs. Individual teachers develop strategies to help students succeed. Student work and interventions are reviewed and evaluated infrequently.	It is not clear whether anyone at the school takes responsibility for helping students succeed who are at-risk and have special needs.
Identified students have personal learning plans that prepare them for success in achieving standards. Plans are developed collaboratively with the student, staff, and family. The plans are reviewed and revised as needed.	Most at-risk and special needs students receive guidance in developing personal learning plans with their families. The plans are revised as needed.	Only those at-risk or special needs students supported by categorical programs have personal learning plans.	Student personal learning plans are not addressed.
Students are assessed appropriately and frequently to accurately depict their knowledge and growth. Assessment of EL students is performed in a way that distinguishes the need for content instruction from limited English skills. Students with disabilities receive allowable accommodations or alternative assessments as determined by their IEPs.	Evidence is presented to demonstrate that students at-risk and with special needs are assessed appropriately to accurately depict their knowledge and growth.	There is limited evidence that at-risk and special needs students are appropriately assessed.	Assessment and identification of students at-risk and with special needs are not addressed.
Special education students are provided full access to the standards-based core curriculum. They are transitioned to and supported in mainstream classes, including full inclusion. A school nurse is available to provide or supervise medication administration and specialized physical health care services for students with special needs.	Information is provided on how special education students are successfully transitioned to and supported in mainstream classes.	There are general statements that special education students are being mainstreamed.	If there are special education students, there is no evidence provided that they are being mainstreamed.
EL students receive English Language Development (ELD) standards-based instruction to acquire English language skills. A high redesignation rate of ELs demonstrates provisional success in achieving English proficiency. The continued improvement of redesignated EL students is monitored in relation to their English-speaking peers.	EL students receive ELD standards-based instruction to acquire English language skills. They are provided access to the regular curriculum.	It is not clear that ELs are supported in acquiring English language skills or are provided access to the regular curriculum.	Although school demographics indicate the presence of English learners, there is no evidence of English language acquisition services.
Student differences are valued as assets. Staff receives training on how to maximize the assets of at-risk and special needs students. Examples describe how those assets are purposefully incorporated into classroom activities.	Student differences are valued as assets. Examples describe how those assets are purposefully incorporated into classroom activities.	There is a general discussion of the value of student differences as assets for learning.	There is no discussion of the value of student differences as assets for learning.
The school provides extended learning activities beyond the typical school day, e.g., summer school, before- and after-school programs, tutoring, homework centers, intersessions in year-round schooling, etc. The activities align with standards. Students at-risk are given enrollment priority.	The school provides extended learning activities beyond the typical school day. At-risk students are encouraged to attend.	The school provides a limited amount of extended learning activities beyond the typical school day. Only a few at-risk students attend.	Extended learning activities beyond the typical school day are not discussed.

**9 HIGH SCHOOLS—SUPPORT FOR STUDENT LEARNING: Safe and Healthy School and Coordinated Services** Describe how your school ensures a safe and secure learning environment and supports student health. Discuss programs that promote healthy student behaviors and programs that keep the school free from drugs, alcohol, tobacco, crime, and violence. Describe how the school culture and staff promote appropriate student behavior to protect the safety of all, including collaboration with local law enforcement. Discuss how the school supports the coordination of health and social services for students and families in the community. Describe how the school's physical condition reflects the learning environment of an exemplary school.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
There is a schoolwide focus on student safety, health, and well-being. A Safe School Plan is reviewed and updated yearly. Comprehensive programs are in place to prevent drug, alcohol, and tobacco use; HIV/AIDS and STD; and teenage pregnancy; and to promote healthy behaviors in nutrition and physical activity. A full year of health education is required. Evidence of success in these areas is described. Multiple modules of the California Healthy Kids Survey are administered to a representative sample of students.	There is a schoolwide focus on student safety, health, and well-being. There is a Safe School Plan as required by law. Comprehensive programs promote students' healthy behaviors. One semester of health education is required. Multiple modules of the California Healthy Kids Survey are administered to a representative sample of students.	Policies and procedures are in place that address a secure environment. There is a Safe School Plan, as required by law, and programs to promote students' healthy behaviors. There is no separate health education course. The Healthy Kids Survey core module is administered to a representative sample.	Issues relating to student safety and health are generally addressed. There is a Safe School Plan, as required by law. There is no mention of health instruction. There is no discussion of the Healthy Kids Survey.
Two years or more of PE are required. The quality of the program reflects the <i>Physical Education Framework</i> and the district's PE standards. PE credit is not granted for athletics, extracurricular activities, or physical activities out of the school.	Two or more years of PE are required. The quality of the program reflects the <i>Physical Education Framework</i> . PE credit is not granted for athletics, extracurricular activities, or physical activities out of the school.	Two or more years of PE are required. The quality of the program reflects the <i>Physical Education Framework</i> . PE credit is granted for athletics, but not for extracurricular activities or physical activities out of the school.	Two or more years of PE are required. PE Credit is granted for a limited number of students who participate in athletics, or physical activities outside of school, but not for extracurricular activities (band, cheerleading, etc.)
Expectations for behavior at school and in the community are well known and accepted by students. School policies and classroom instruction promote socially appropriate behavior and positive relationships, including education on sexual harassment. There are programs to help students learn non-violent ways to deal with conflict and prevent violence. Students' physical, mental and emotional health is addressed with all staff. Evidence of success is provided.	Expectations for behavior at the school and in the community are communicated as needed. Policies and instruction promote socially appropriate behavior. There are programs to prevent violence. Students' physical, mental and emotional health is addressed with most staff.	Expectations for behavior and ways to promote them are not clearly specified. The value of helping students learn to deal with conflict is discussed, but there are no formal programs in place. Students' physical, mental, and emotional health is addressed with some staff.	There is minimal discussion of expectations for student behavior. There is no evidence of efforts to promote socially appropriate behavior. Conflict resolution issues are not addressed. Staff attention to students' physical, mental and emotional health is not discussed.
The school provides students access to support services in physical, mental, and social/emotional health to maximize academic achievement. The support system is well-coordinated and accessible. There are well-established partnerships with health, mental health and social services, recreation providers, and law enforcement agencies to coordinate services to students and their families. Health services are provided by a credentialed school nurse, or trained and licensed staff supervised by a school nurse.	The school works closely with some health and social services and law enforcement agencies to provide services to students and families. Health services are provided by a credentialed school nurse, or trained and licensed staff supervised by a school nurse.	The school is developing a process for coordinating health and social services for students and families. There is limited collaboration with law enforcement agencies. Services are provided by trained and licensed staff supervised by a credentialed school nurse.	The school may notify families about health, and social services providers as needed, but takes no responsibility beyond that. There is no evidence of collaboration with law enforcement agencies or description of school nurse services.
All elements of the school's physical environment reflect the importance of education in society. District and community resources are provided to ensure that the facilities and campus are clean and in good repair. All school environments are safe, adequate, stimulating, educationally appropriate (e.g., classroom size) and reflect pride in school and student efforts.	The campus is clean and in good repair. Repairs and maintenance are completed as district resources permit. Proactive efforts are ongoing to find supplementary community resources. Classroom environments are stimulating, educationally appropriate (e.g., classroom size) and reflect pride in school and student efforts.	The district and school are exploring resources to make needed repairs or enhance the facilities. The condition of the campus and classrooms does not meet the standards of cleanliness, educational appropriateness, community support, and school pride that would be expected for an exemplary school.	There is minimal evidence of district or school efforts to make needed repairs or to enhance the facilities or campus. The campus and classrooms show evidence of graffiti, disrepair, neglect, and lack of community support and school pride.

**10 HIGH SCHOOLS—FAMILY PARTICIPATION AND COMMUNITY PARTNERSHIPS** Describe the strategies used by your school to engage its families and communities. Describe how members of the school community work together to support student learning, and how families are assisted to be collaborative partners in the education of their children. Describe how the school communicates with families and encourages communication from them, including those who are not fluent in English. Describe school/community partnerships and how community and family resources are used to support student learning, strengthen the curriculum and expand student learning. Discuss opportunities for students to learn about careers and to understand the connection between school and careers. If the student population is culturally diverse, discuss how the diversity of students' families is acknowledged. *Community partnerships may include, but are not limited to: other high schools, middle and elementary schools; post-secondary institutions; community agencies; law enforcement; service and fraternal organizations; associations and clubs; businesses and industries; labor; government agencies (e.g., state and federal forestry, wildlife, and agricultural agencies, BLM, Caltrans, National Weather Service, etc.); faith-based organizations; colleges and universities; and, other entities unique to the area.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
The school has a comprehensive understanding of the community it serves. It has successful strategies to engage the interest of families and other segments of its community and involve them in school activities. The school enjoys a high level of public support.	Many independent connections and activities involve families and the community, but there may not be an ongoing, systematic approach to use those resources.	Efforts are made to accommodate families and community members who offer to participate, but there is no plan for outreach.	The school is aware of the importance of engaging its community, and strategies are being developed.
Families and community members are offered a variety of options for contributing to the success of the school, and many routinely participate in its daily activities.	Some family members regularly volunteer at the school and serve on committees that address both academic and nonacademic issues.	Families participate in fund-raising, extracurricular activities, and booster clubs. They may occasionally serve in advisory roles to offer opinions on policy decisions.	Some families are involved in fund-raising, extracurricular activities, and booster clubs. They are not encouraged to play a role in academic or policy decisions.
In order to promote effective two-way communication, the school employs many proactive strategies appropriate to the community to inform families about school issues as well as community services and resources.	The school communicates with families about school issues and events through traditional methods. Two-way communication between the home and school is encouraged.	The school periodically informs families about issues and events. Communication is primarily from the school to the home, although the school responds to inquiries.	Communication between the school and families appears to be limited and generally one way.
Administrators and teachers are trained to work cooperatively with families to support student learning. Parenting/adult education classes are offered to support student learning. Families and students are assisted during transitions from middle school to high school and to post-secondary programs or jobs, including programs or jobs that are considered non-traditional for gender, ethnicity, etc.	Families receive information about curriculum, assessment and programs to support student learning. Families and students are assisted during transitions from middle school to high school and to post-secondary programs or jobs.	Families receive some information about supporting student learning through parent-teacher conferences, report cards, and newsletters. There are general statements about helping students transition from middle school to high school.	Families are not assisted in supporting student learning. There is no evidence that the school helps students transition from middle school to high school.
The school has well-established collaborative partnerships that provide monetary or material support, expand student learning, and give students opportunities to contribute to the community through service and work-place learning, etc. Evidence shows that the partnerships have had a positive impact on student learning.	The school has some school-community partnerships. In addition to providing monetary or materials support, one or more of the partnerships expand student learning and provide opportunities to contribute to their community.	The school may have a few community partnerships and is developing others. Their primary purpose is to provide monetary or material support to the school.	The school is aware of the potential for school-community partnerships, and there are plans to establish some.
The school has well-established partnerships with post-secondary institutions, business, industry, labor, and community entities to promote career experiences and awareness. Students receive technical training, scholarships, participate in internships, job-shadowing, apprenticeships, projects, service-learning, mentorships, etc., and understand the relationships between coursework, academic performance, and future career opportunities.	The school participates in partnerships with post-secondary institutions, business, industry, and community entities to enable students to understand the connections between coursework, their academic performance, and future career opportunities.	The school encourages students to consider post-secondary education and career options. Partnerships with some recruiters for targeted groups are established. The school may make use of additional community/business resources.	The school has linkages with post-secondary institutions aimed at high-performing students. In general, students' school experience is not linked directly with career exploration.
If there is cultural diversity in the community, the cultural diversity of families is valued through school-community activities, curriculum enhancements, library materials, etc. Communication is conducted in the home language.	If there is cultural diversity in the community, the cultural diversity of families is respected and acknowledged. Communication is often conducted in the home language.	There are general statements about the cultural diversity of families. Communication may sometimes be conducted in the home language.	The cultural diversity of families is not acknowledged nor is the issue of home language communication addressed.



## High Schools - Selected References

The research references used to develop these criteria are listed below. Questions about the materials should be addressed to the California School Recognition Program office at 916-319-0866. Unless otherwise indicated, California Department of Education publications are available from the CDE Press, at 916-445-1260 or 1-800-995-4099; [www.cde.ca.gov/cdepress](http://www.cde.ca.gov/cdepress)

---

*Academic Performance Index (API)*. 2001 California Department of Education publications and information; [www.cde.ca.gov/psaa/api](http://www.cde.ca.gov/psaa/api)

*Aiming High: High Schools for the 21<sup>st</sup> Century*. 2002. Sacramento: California Department of Education; [www.cde.ca.gov/shsd/aimhigh](http://www.cde.ca.gov/shsd/aimhigh)

*Breaking Ranks: Changing an American Institution*. 1996. Reston, VA: National Association of Secondary School Principals. Write to the National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 or telephone 703-860-0200. Order No. 2109601.

*California English Language Development Test (CELDT)*. California Department of Education publications and information; [www.cde.ca.gov/statetests](http://www.cde.ca.gov/statetests)

*California Healthy Kids Survey*. 1998; [www.wested.org/hks](http://www.wested.org/hks)

*California Learning Resources Network*. Searchable web site with information on supplemental electronic learning resources and their alignment with State Standards; [www.clrn.org](http://www.clrn.org)

*California Partnerships in Character Education*. Sacramento County Office of Education; [www.clre.org/program/ce/ccephome.htm](http://www.clre.org/program/ce/ccephome.htm)

*California Professional Standards for Educational Leaders*. 2001. Oakland. California School Leadership Academy at WestEd, 300 Lakeside Drive, 18<sup>th</sup> Floor, Oakland, CA 94612. [www.csla.org](http://www.csla.org) and [www.acsa.org](http://www.acsa.org)

*California Standards for Beginning Teacher Support and Assessment Program*. 1997. Sacramento: State of California; [www.ctc.ca.gov/btsapublication/btsaprogstds.html](http://www.ctc.ca.gov/btsapublication/btsaprogstds.html)

*California Technology Assistance Project*. Assistance with education technology; [www.ctap.k12.ca.us](http://www.ctap.k12.ca.us)

*Challenge Standards for Student Success: Health Education*. 1998. Sacramento: California Department of Education; [www.cde.ca.gov/challenge](http://www.cde.ca.gov/challenge)

*Challenge Standards for Student Success: Physical Education*. 1998. Sacramento: California Department of Education; [www.cde.ca.gov/challenge](http://www.cde.ca.gov/challenge)

*Challenge Standards for Student Success: Visual and Performing Arts*. 1998. Sacramento: California Department of Education; [www.cde.ca.gov/challenge](http://www.cde.ca.gov/challenge)

*Character Education Resources*. California Department of Education; [www.cde.ca.gov/character](http://www.cde.ca.gov/character)

*Check It Out! Assessing School Library/Media Programs*. 1998. Sacramento: California Department of Education.

*Connect, Compute, and Compete: The Report of the California Education Technology Task Force*. 1996. Sacramento: California Department of Education. Also available online; [www.cde.ca.gov/edtech/cccl/](http://www.cde.ca.gov/edtech/cccl/)

*Designs for Learning*. Toucan Education Press. 1999. P.O. Box 1282, Soquel, CA 95073-1282.

*Education Technology Planning: A Guide for School Districts*; [www.cde.ca.gov/ctl/edtechplan](http://www.cde.ca.gov/ctl/edtechplan)

*The Educational Resources Information Center (ERIC)*. Resource that includes publications, lesson plans, parent involvement materials; [www.eric.ed.gov](http://www.eric.ed.gov)

*English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. 1998. Sacramento: California Department of Education.

*Family-School Compacts. Challenge Toolkit Series*. 1997. Sacramento: California Department of Education.

*Focus On Learning—WASC/CDE Joint Process 2002*. Burlingame CA: California Department of Education and Western Association of School and Colleges, Accrediting Commission for Schools.

*Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. 1991. Benard, Bonnie. Western Regional Center for Drug-Free Schools and Communities. San Francisco: West Ed. [www.wested.org/cs/wew/view/rs/93](http://www.wested.org/cs/wew/view/rs/93)

*From Gatekeeper to Advocate: Transforming the Role of the School Counselor*. Hart, Phyllis J., and Jacobi, Maryann. 1992. College Examination Board. Available from the Achievement Council at 213-487-7470 or [www.achievementcouncil.org](http://www.achievementcouncil.org)

*From Risk to Resiliency: A Journey with Heart for Our Children, Our Future*. 1994. Burns, E. Timothy. Dallas, TX: Marco Polo.

*Gateway of Educational Materials*. Educational resources on the internet; [www.thegateway.org](http://www.thegateway.org)

*Getting Results—Developing Safe and Healthy Kids*. 1998. Sacramento: California Department of Education. [www.gettingresults.org](http://www.gettingresults.org)

*Golden State Examination*. California Department of Education publications and information; [www.cde.ca.gov/statetests](http://www.cde.ca.gov/statetests)

*Health Framework for California Public Schools*. 1994. Sacramento: California Department of Education.

*Healthy Kids Resource Center*. 510-670-4581. [www.californiahealthykids.org](http://www.californiahealthykids.org)

*High School Exit Examination Information Packet*. 2002. Sacramento: California Department of Education; [www.cde.ca.gov/statetests/hsee](http://www.cde.ca.gov/statetests/hsee)

*High School Restructuring and Vocational Reform: The Question of Fit in Two Schools*. 1996. Warren-Little, Judith. NCRVE, MDS 812. National Centers for Career and Technical Education; [www.nccte.com](http://www.nccte.com)

*History-Social Science Framework 2001 Updated Edition with Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. 2001. Sacramento: California Department of Education.

*Implications for Career-Related Learning in High School*. 1999. Pribbenow, Christine, et.al., MDS-1203. National Centers for Career and Technical Education; [www.nccte.com](http://www.nccte.com)

*Information Power: Building Partnerships for Learning*. 1998. American Association of School Librarians and Association for Educational Communications and Technology. ALA Editions. 800-545-2433; [www.ala.org](http://www.ala.org)

*Learning Styles and Vocational Education Practice*. Brown, Bettina. 1998. ERIC Clearinghouse on Adult, Career and Vocational Education; [ericacve.org](http://ericacve.org)

*Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. 1998. Sacramento: California Department of Education.

*Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve*. 1999. Sacramento: California Department of Education.

*National Standards for School Counseling Programs: The Foundation for School Counseling in the 21st Century*. 2000. American School Counselor Association; [www.schoolcounselor.org](http://www.schoolcounselor.org)

*NSDC Standards for Staff Development, Revised*. 2001. Oxford, OH: National Staff Development Council. 800-727-7288. [www.nsd.org](http://www.nsd.org)

*Physical Education Framework for California Public Schools*. 1994. Sacramento: California Department of Education.

*Prelude to Performance Assessments in the Arts, Kindergarten Through Grade 12*. 1994. Sacramento: California Department of Education.

*Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*. 1999. Sacramento: California Department of Education.

*SCANS 2000: The Workforce Skills Website*. John Hopkins University. Institute for Policy Studies; [www.scans.jhu.edu](http://www.scans.jhu.edu)

*Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. 1999. Sacramento: California Department of Education.

*Service-Learning: Linking Classrooms and Communities: The Report of the Superintendent's Service-Learning Task Force*. 1999. Sacramento: California Department of Education; [www.cde.ca.gov/calserve](http://www.cde.ca.gov/calserve)

*Specialized Secondary Programs: Advanced Learning Opportunities for California Youth*. 1997. Sacramento: California Department of Education; [www.cde.ca.gov/ssp](http://www.cde.ca.gov/ssp)

*Standardized Testing and Reporting (STAR)*. California Department of Education publications and information. [www.cde.ca.gov/statetests](http://www.cde.ca.gov/statetests)

*Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12*. 2000. Pritchard, Robert and Breneman, Beth. Sacramento: California Department of Education.

*Student Success Teams: Supporting Teachers in General Education*. 1997. Sacramento: California Department of Education.

*Student Support Successes and Programs*. [www.cde.ca.gov/spbranch/ssp](http://www.cde.ca.gov/spbranch/ssp)

*Targeted In-Depth Assessment of Promising Practices in Secondary Vocational Education-What Can NAVE Do?* Stern, David. 1999. National Assessment of Vocational Education; [www.ed.gov/offices/OUS/eval/NAVE](http://www.ed.gov/offices/OUS/eval/NAVE)

*Technology Information Center for Administrative Leadership (TICAL)*: Statewide service that helps administrators understand how to support the acquisition and use of technology to improve teaching, learning, and overall schools management; [www.portical.org](http://www.portical.org)

*Toward a New Framework of Industry Programs for Vocational Education*. Hoachlander, Gary. 1998. Offices of Vocational and Adult Education. [www.ed.gov/offices/OVAE](http://www.ed.gov/offices/OVAE)

*Turning Points 2000: Educating Adolescents in the 21st Century. A Carnegie Project*. Jackson, Anthony and Davis, Gayle. New York: Teachers College Press. Available on line through the National Association of Secondary School Principals; [www.principals.org](http://www.principals.org)

*Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*. 1996. Sacramento: California Department of Education.

*Visual and Performing Arts Content Standards*. 2000. Sacramento: California Department of Education; [www.cde.ca.gov/shsd/arts](http://www.cde.ca.gov/shsd/arts)

*Vocational Teacher Professional Development*. Brown, Bettina. 2000. ERIC Clearinghouse on Adult, Career and Vocational Education; [www.ericacve.org](http://www.ericacve.org)

2000-2004 California State Plan for Vocational and Technical Education; [www.cde.ca.gov/perkins/st\\_plan.pdf](http://www.cde.ca.gov/perkins/st_plan.pdf)